



**Behavioural Management techniques to manage your
child's behaviour.**

HET: HOLISTIC EDUCATIONAL THERAPY

STEPPING STONE 2

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Throughout this book you will be directed to a fully interactive companion website for personal support and many films and projects. If you are using a computer or iPad you only need click on the link to be taken to the webpage you need. However if you are on Kindle, you may need to make a copy of the link to paste into your browser bar next time you go online.

HET STEPPING STONE 2 – BEHAVIORAL MANAGEMENT STRATEGIES

Behavioural management techniques to manage your child's behaviour.

Welcome to the next Stepping Stone on your HET programme. This is where we start to put some emergency first aid in place for your child's behavioural blips! And let's face it – we all have bad days!!!

At this point, you should have carried out the consultation questionnaires and put together some SMART goals.

Please click here for a link to an online presentation, which explains stepping stone 2.

<http://www.holisticeducationaltherapy.co.uk/ssrewards/Step%20stone%20rewards%20par ents2.htm>

So, what do you do when things start to go down on the behavioural front?

In the HET Introductory Book: How to Manage Problem Behaviour in Children through the HET Journey: Chapter 5, we looked at some strategies for dealing with behaviour problems. This book will develop these approaches.

I have worked with a family where the 14 year old daughter had been grounded for the next 10 years (or so it seemed to her!) as she wasn't going to be allowed to go out with her friends!!! Well quite clearly, here is a behavioural strategy that wasn't working so we looked at ways in which this young lady could 'Buy back' her privileges – she was getting rewarded then for 'good' behaviours (meaning the desirable and acceptable behaviours you identified in stepping stone 1) rather than focusing on punishment for bad behaviours (the ones you agreed as undesirable and unacceptable.)

Let's look at the example of a child being "naughty" and having his prized X box taken away as a punishment. This approach does NOT work! How would you feel if someone came up to you and took away your mobile phone because you weren't doing what they wanted you to do? In truth, the answer to this is pretty 'miffed' I would think! That is your phone; they have no right to it and so on. The situation is no different with your child. Removing the X box will complicate the issue with injustice, which will lead to further undesirable behaviours being 'acted out' here.

You start to get results with this approach, when you focus on those acceptable and desirable behaviours that you have agreed upon and you put incentives into place when you see these are the choices that your child is making. So this stepping stone is about putting into place a structure and giving your child reminders and directions to achieve success and a sense of feel good factor.

Here is a video link of a film I made around this very point with a very famous poem by Dorothy Law Neite.

Please check out this link:

<http://www.youtube.com/watch?v=gGmnqofciXE>

A point to mention here is that telling a child that they are being “Naughty!” or that you want them to be “Good” or to “Behave” or even “Pull their socks up” isn’t going to be very helpful or affective. In fact it isn’t going to get you anywhere at all.

What does it mean?

You may well have a very good idea about what constitutes being “Good”, but your child will not share that same concept. You will need to be very explicit in the way that you phrase this. This can be done by stating very clearly EXACTLY what behaviours they will need to be showing you in order for you to see them being “Good”. These are of course the acceptable behaviours that you have defined in your SMART targets. This way everyone is quite clear and understands what is expected.

One young man recently complained to me that his Mom had refused to give him his reward points on his chart because he hadn’t had a ‘Good’ breakfast whilst he was quite adamant that he had. Clearly his understanding of a ‘Good’ breakfast (based around his own personal tasty favourites) was not the same of his mother’s idea of a ‘Good’ breakfast which was based around healthy and balanced options.

My advice to this young man was to say the following to his Mom:

“I know you are helping me by rewarding me for making better food choices. It would also help me by telling me exactly what foods you need to see me eating in order to get my reward points please.”

If Mom says: “A balanced diet.” I advised him to show Mom his protein and vitamins enriched examples and explain why he thought it was a ‘Good’ breakfast.

Being very clear and precise about our expectations is the key to avoiding some of the inevitable misunderstandings over behavioural targets before they occur.

Are you beginning to see some of the potential problems here? It’s about clearly stating expectations in a way that everyone knows where they stand.

The first step in understanding why behaviour is the way it is to see that behaviour is a strategy. We all use behavioural strategies on a daily basis. On the one hand, this can be as simple as saying ‘Thank you’ for a cup of tea that we are given. This is because we have learned in the past from experience that showed us that if we are not polite then someone will be not be very pleased and we are unlikely to be offered another one in the future! The other end of the spectrum shows us that if we sulk, throw a ‘wobbly’ or whatever, then someone will give in and give us what we want, anything for a quiet life! Whatever the attitude we show, in some way this behaviour reflects back some experience from the past!

So behaviour is a very complex thing built upon a life time of learning experiences, emotions and EXPECTATIONS!!!

What we need to do is to think about what we are expecting in way of behaviours from our children

Where does that expectation come from? Our parents? Our partner? Our past? Teachers? Other people? etc.

- Why is our expectation not being filled?

In other words what is the child doing instead of meeting our expectation?

It is helpful at this point to look back at the questionnaires and goals that you decided upon from Stepping Stone 1

- Does your child have different expectations of their behaviour from parents, from school, from friends, from other family members etc.?

In other words, do they have different reactions to the same things when they are with different people, in different settings?

THIS IS WHY WE NEEDED TO DO THE QUESTIONNAIRES FROM DIFFERENT POINTS OF VIEW

Ok, so now we have seen our goals or targets, which are agreed between the different people involved with your child and now we all need to agree the same expectation.



He told me to do it!

Very often your child will play off parents against one another for example, or parent against teacher, parents against grand- parents etc.

So having agreed our expectations with regards to what is an acceptable and desirable behaviour from an unacceptable and undesirable behaviour. Your child will need to be aware of what that is and agree that they will conform to that expectation – and that it is in their interest that they should!

AND THIS IS WHERE MOST OF US COME UNSTUCK!

Here is a little film from Daisy about desirable and undesirable behaviours that you can watch through and discuss with your child.

<http://www.youtube.com/watch?v=UXB1ps8OOZU>

You need to remember that apart from behaviour being your child's experiential reaction; it is also inherited from our own patterns of learning behaviours that we got from our own parents!

Behaviour is also a BAROMETER for your child's emotional state – in other words when we can't express, communicate or move our feelings forward in any other way – it's always our behaviour that gives the game away. This is what is meant by 'acting out'!

This is something that is supported in Stepping Stone 3 – with an understanding of how to use the Bach Flower Remedies. These remedies help to change negative behaviours into positive ones.

OK.... so let's look at where it all goes wrong and how we can start to put it all back in place.

Where most people come unstuck is by 'Moving the Goal Posts'

When I was researching and pioneering HET in the early days based in a pupil referral unit, the children there were given a very clear idea of what is acceptable and unacceptable behaviour and they knew that if they chose to follow unacceptable behaviours then there would be CONSEQUENCES which they were all familiar with. For example a warning, 5 minutes out, 10 minutes out, a visit to the Head Teacher's office or a phone call home or even temporary exclusion (parents being asked to keep their child away from school for a certain length of time.)

This worked well in school but at home there were different expectations around what was considered to be acceptable or unacceptable behaviour and this leads us to an area that we refer to as 'CONSISTENT BOUNDARIES' – that we all hold the same understanding of the same expectation, stick to the same consequences and REWARDS!



What happens if we do go over there then?

Now this brings us to the first stage in putting these boundaries and structures in place – the REWARD CHART!

I know, I can hear you groan from here.... "Been there..Done that one... Got the tee shirt..." I hear you say!!!!

Well, not this one you haven't!

Most behaviour charts break down would you believe, not because of the children not following the structure but because the parents don't!

When you stick to this approach it WORKS!

Here is a link that you can watch with your HETty:

<http://www.youtube.com/watch?v=qcuL5FI4tnE>

To start this process off, I explain to the child concerned that if I want something nice then I need to work for it, to save my money and get it – now they are not old enough to go out and earn money for what they like and want in this way. However, we have another form of currency that they are able to earn from..... AND THAT IS THROUGH THE BEHAVIOURAL REWARD CHART STRUCTURE.

There will be SOMETHING that really “does it” for your child, something that they want more than anything and this can be money, or it could be football cards or it could be time on the computer, time playing out, owning a pet – WHATEVER!!!



Can I keep it for a pet then?

Now the deal is, that the only way they can access this ‘desire of all wants’ is through the behaviour chart.

Let’s say for argument sake, it is money that does the trick – your child wants to access money for..... whatever? Well the only way they can EARN that money is through the chart and no access to money is given through any other way, including pocket money.

Let’s suppose that grandparents might want to give your child extra pocket money – then it is helpful to explain that they might like to offer this generous donation to the ‘cause’, through added bonuses or incentive rewards to the reward chart programme.

This is also a very helpful approach in uniting family perspectives. I worked with a family once where the parents had split up and the young man concerned was very hypersensitive to additives. As can often be the case when a family splits, the child becomes a pawn in the family dynamic. In this situation, when dad had access to his son, he would take him out and involve the grandparents in filling him up with all kind of additives before returning him home. This had a twofold impact on the mother, who not only had to pick up the tab in terms of hyperactive and disruptive behaviours but also the father and his family said to the lad “Here we go, we buy you all the nice things you like to eat when you mother won’t.” This is a bit of an extreme example but you can see how powerful this agenda can become.

Let’s explain how this approach works – step by step:

The first thing to do is to think about what it is, that ‘works’ for your child, e.g. the money reward. A contract is signed between the child and the parent(s) via a third party (this could be your HET coach / therapist or a teacher / professional support perhaps?). It is helpful to have someone do this, who is one step removed from the dynamic between you and your child. It is explained to the child that a contract is a ‘written promise’ and that it is made







and signed by the parent and the child and the witness, who sees that the promise is being kept.

The contract (or promise) is based on the fact that on the chart, every row, or column of 3 (ticks) gets a sticker and that sticker can be exchanged at the end of the week for... whatever the reward is that is negotiated. This can be for example 10p for every sticker.

In extreme cases where it is difficult to achieve a row / column of 3 at the beginning of the programme, you might wish to include 3 in a diagonal as well (– be warned it can get expensive – check your sums here!!)

It may also be the case with frequent outbursts of bad behaviour or with younger children that the chart is broken down into daily charts and hourly sessions are covered in 10 minute blocks. You can customise this to whichever approach is most appropriate to the behaviours you are dealing with.

Let's now have a look at how that works:

	MON	TUES	WEDS	THURS	FRI	SAT	SUN	REWARDS
AM	☑	x	☑	x	☑	☑	☑	
PM	☑	☑	☑	x	☑	x	☑	
EVE	☑	x	x	☑	☑	☑	☑	
REWARDS								

Right – so in the example given above you can see that the reward achieved by the end of the week is 6 stickers = 6 x 10p = 60p as defined by the contract in our example.

- Now what does your child have to do to get a sticker?
- Follow the agreed behavioural expectation.

For example, it may be that the expectation is that your child will clean and tidy their room when asked without repercussions. Let's say you ask your child to do that and your child refuses – then you repeat the request along the lines of:

“We have agreed that for you to get any more..... (stickers or ticks) then you will tidy your room – this is your first reminder” (sometimes it is helpful to use a yellow / red card system like warnings in football and actually hold them up as a visual at this stage.) This approach can be particularly helpful with Autistic Spectrum.

Ten minutes later you repeat the request and your child goes into their room and trashes it under protest. You repeat the direction and say as above “We have agreed that for you to get any more..... (stickers or ticks) then you will tidy your room – this is your second reminder.”

Now at this point if they go into their room and put it right then they are still on for a sticker. If however they do not and it goes to a third warning, then a cross goes into place on the chart.

It may well be that your child becomes verbally abusive in which case you give the warning: “We have agreed that it is not acceptable for you to speak to me like that – this is your last reminder!”

Now obviously you will have to phrase your comments in an age appropriate way for your child to understand. However, we work on the famous “Rule of Three” – three warnings and then a cross goes on the chart reducing the chance of sticker / reward.

Many charts fall down at this point because if your child blows it in the morning, then really why bother for the rest of the day? They have lost out so what is the point? This chart structure always allows your child the ‘buy back’ option. For example, they may have lost it in the morning but it is still worth going for it, in the afternoon because they can still get a row of ticks if they conform in the afternoon. They may well need a reminder of this!

Now always make sure that you can deliver your end of the contract for example – check how much the chart can earn as a maximum in a week, for example if you offer £1 per sticker and your child earns 30 stickers that week it can start to get a bit expensive! It will undermine the whole process if you fail to deliver your side of the contract.

Remember I said that other members of the family may undermine the chart? Let’s say for example Nan and Grandad come to visit and decide to give your cute, adorable, well behaved child (Who???), some extra pocket money. You can see that this can start to undermine the chart. Hang on a minute, your child doesn’t have to do what you want them to do, and they can get their own money this way – Whoohey!

So it is helpful to ask the visiting grandparents if they would like to offer an incentive, for example would they be prepared to give an extra £1 to every 3 stickers earned etc.

Charts should be displayed in an appropriate and prominent place e.g. on the family notice board or fridge door etc. So that everyone can see what is going on. You might want to place a list of the agreed expectations around the appropriate or inappropriate behaviours near the chart. Of course these can relate to the goals and targets set from the initial consultation questionnaire. Remember in the introductory book to HET we looked at how sometimes, it is more effective to display pictures of appropriate behaviours, rather than lists! Catching your child making a right choice and photographing this is a very powerful visual reminder to have by the reward chart

So what can possibly go wrong here?

I have worked in a special behavioural unit for older children. Here rewards are monetary and based on the ‘Green Card’ system, described later on in this book. Many parents liked this system because it reinforced that young people do need to work for their money. A valuable life lesson!

However there was one young man that I worked with, whose mother refused to work in partnership with the school. She consistently undermined the school reward system whenever she could and when her son failed to earn Green Card points at school she would give him extra money from the Disability Living Allowance as compensation. He would

always say when reminded that choosing an appropriate behaviour would earn him reward points that he didn't care because his mother would pay him anyway. This made life very difficult for everyone concerned. Needless to say he made his mother's life a living hell!

Another way that children self sabotage is by ripping up their charts if they don't get their own way. This is where you do need to be strong! Of course, when this happens then all previous points, ticks, rewards etc on that chart are lost. The chart then has to start again from scratch. You can keep a copy of the points online or on your computer but this is never as effective as if the chart is visible.

At the College for Complex Needs (where I introduced HET), using the system based on 'Green cards' (described later), the young people carried their cards around with them all the time. This practice helped teach them responsibility for the future when they would have to look after bank cards and driving licenses etc. If they lost or damaged their cards then they didn't get their pocket money for that week.

In my experience the monetary system tends to work better with older children and adolescents but the collecting the stickers for specific rewards, games console games etc worked better for younger ones. It is of course all down to the individual child. For one young man I worked with, the reward was spending quality time 1:1 with his father at the weekend. This resulted in them both achieving a HET customised accreditation certificate for a 10 hour fishing programme together. He was able to use this later on towards a qualification.

REMEMBER TO ALWAYS PHRASE YOUR EXPECTATIONS IN POSITIVE WAYS:

For example, try not to say what you don't want – "I don't want your room trashing"

Say what you DO want: "I want to see your room kept clean and tidy."

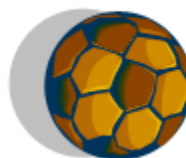
Your focus is then on the positive outcome, not the negative outcome, and this makes a difference in what your child will deliver to you! Children never hear the word 'Don't'!

In using the stickers, there are many different types of emoticons that you can download from the internet, like the one used in the example chart above.

If you want to focus on a particular reward system like time out playing on the computer or games console etc you can download something more specific to stick on the chart like this one for example;



Or



Or, you can quite simply buy a pack of appropriate smiley stickers from the local stationery store to do the job!

How do you know if your child had shown appropriate or inappropriate behaviours when they are at school?

As we have discussed previously children will present very different behaviours at school to how they do at home for example. It is assumed at this stage that you were successful in achieving a consultation questionnaire with your child's teacher and that they have helped you to agree SMART targets for your child. It is also advisable to put in place a home/school diary, if there is not already one in place, whereby you have an opportunity to liaise over any behavioural challenges with your child's teacher on a daily basis.

This home / school partnership approach is covered in more detail in the HET Introductory book: How to Manage Problem Behaviour in Children through the HET Journey. It outlines how to establish a positive and productive home school partnership with your child's best interests as the focus.

I have attached below a copy of the parent / child contract form and also a copy of the reward sheet for you to use.

A good way to see how effective your HET programme is in delivering the goals and targets you have set with your child is to monitor the increasing number of good behavioural stickers that your child is achieving on a week by week basis. This information alongside the diaries that you are keeping about times when your child is triggering off unacceptable behaviours is very useful to profile what exactly is happening to cause the behaviour and to turn that around.

PARENT / CHILD CONTRACT.



A contract is a written promise.

This promise is made between

And

Who promise that for every row and column of ticks (✓)

A reward will be given which will be

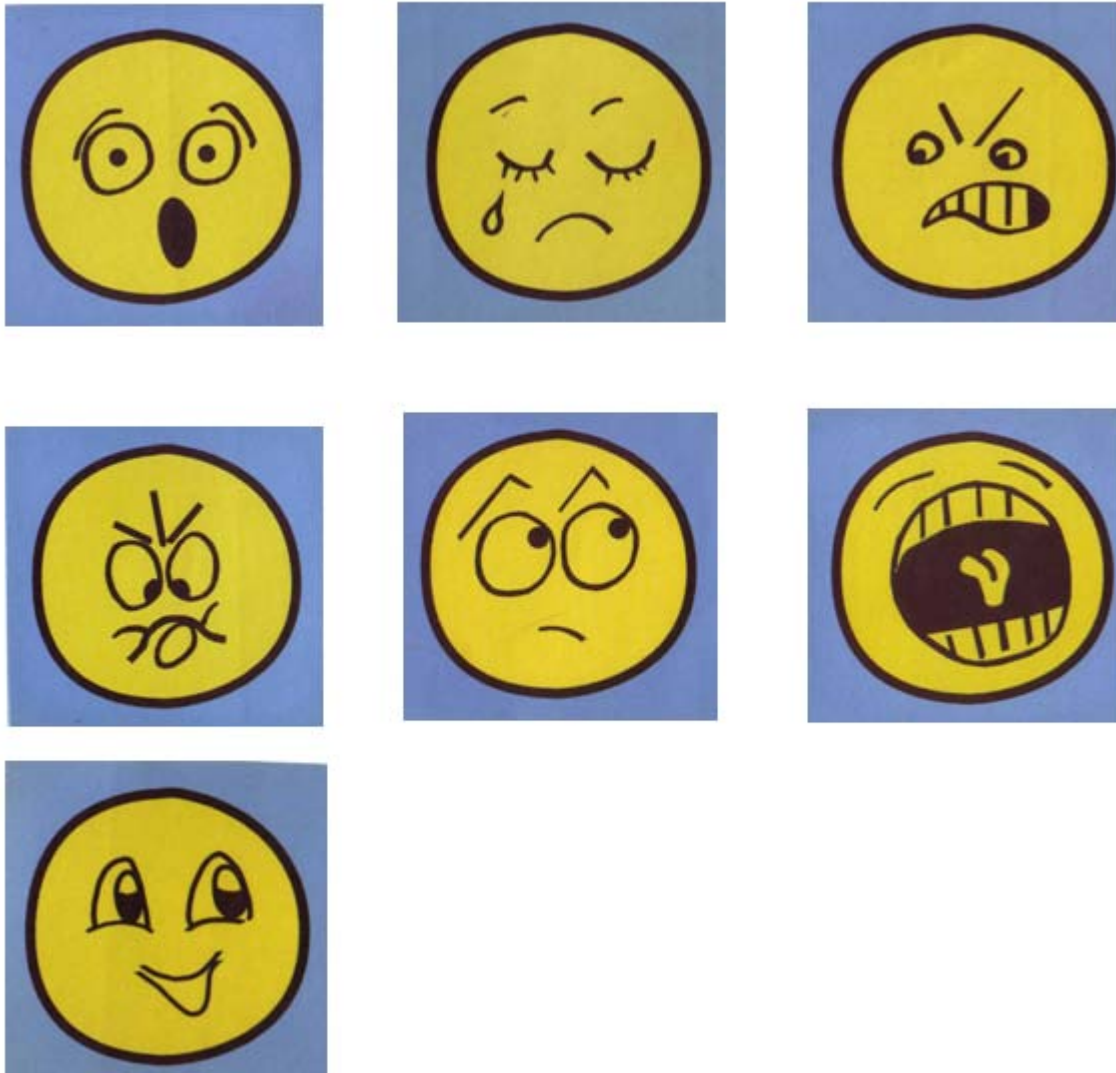
Signed (parent / carer): _____

Signed (child) _____

Witnessed by:

Date _____

I have included some emoticons that I designed myself when I introduced the Concept of the 'Trouble Pot' or 'Stress Pot'. This was covered in the HET Introductory Book and I will now explain this in more detail as part of the process of 'Letting Go'. These emoticons can be very helpful in giving your child what we call "Emotional Literacy", in other words we give them another way of expressing their feelings at the time rather than through their behaviours – this is CHOICE and EMPOWERMENT!



Alongside your reward chart, you can introduce your child to a diary. This concept allows your child to express their feelings about their day and can be added to, as bonus points or 'buy back' system in the REWARD INCENTIVE CHART above.

Now we have a grasp of the basic reward Chart we can see how we can use this in several ways:

- To remind your child that s/he has a choice over their behaviour and that choice represents rewards and consequences in a meaningful way to them.
- You can start to put in place consistent boundaries with your child between home / school/ other family members etc.
- Your child can always pull things back even when they 'blip', we all have bad days!!!!

Now how can this chart become a challenge in itself?

Well, I have worked this programme very successfully with children on the autistic scale as well as children with obsessive /compulsive type behaviours. What can happen in these scenarios is that when they earn a cross, having failed to respond to the three reminders system, the idea of a cross actually being written on the chart triggers a whole load of 'can't cope' reactive behaviours. Now we will look at how the Emotional management system of the Bach Flower remedies will help in this situation in the next 'Stepping Stone', but we can overcome this challenge right now.

By introducing a reward currency for desirable behaviours! For example by using an 'emoticon' and sticking it on a piece of card to make a 'coin' like token, this token can be given out when your child does a desirable behaviour that meets one of the goals or targets set. Let's say for argument sake in the example used above whereby the child was asked to tidy their room and trashed it - if that same child volunteers to help with the washing up they can earn a reward token, which they can collect – like savings! These can then be handed back to counteract a cross being put on the chart – more 'BUY – BACK'! More choice! More incentive!



In the 'HETties' book for young people there are lots of special missions for making better choices. Also plenty of online projects and activities that can go towards accredited certificates of achievement for your child. You can help your child focus on better choices by posting evidence of the special missions to www.HETwebsite.com. When you do this you

will automatically receive points which can be converted into a special token which can be collected and used to gain extra rewards and incentives or to buy back crosses on the chart. You can be very flexible in how you use these points and adapt them in the most effective way for your child.

Ok, now if you chose to use the 'emoticons', they can be used to discuss with your child how they felt throughout the day or about the incidents that earned them warnings or crosses on their chart. By your child recognising and owning the feelings that trigger the behaviours, it can act as an early warning system, whereby they can make another choice – for example taking their 'Flower drops' etc. instead and changing the outcome to a positive one. This approach helps your child to recognise triggers in advance and create different outcomes.

It also leads to a wonderful opportunity of discussing with your child what they can do to "Put things right." This is an important step to understanding personal responsibility and accountability, also what they could do differently next time.

This is where their diary comes in helpful and will link in with the diary that you are keeping on what is triggering their undesirable behaviours! It is always helpful to get your child to design their own diary for themselves but I have included an example of one that I have used successfully with families on the HET programme many times below:

Diary Chart

MY DIARY



DAY:

DATE:



Good things that happened today:

Bad things that happened today:

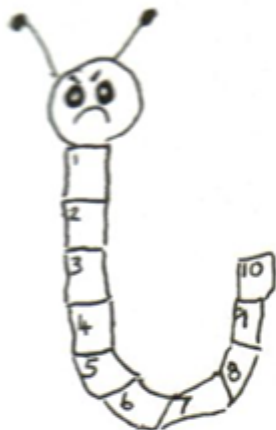
When I was in control:

Extra things I have done to be helpful to myself or others:

My thoughts:

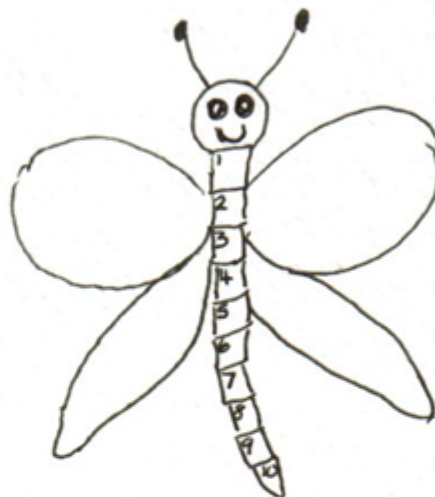
Times when I lost my temper:

Colour in the number of segments for the number of times you lost it.



Times I kept control:

Colour in the number of segments for the number of times you pulled it back



Rewards:

Parent's signature.....

Teacher's signature.....

HET's signature.....

The above diary format is just an idea, you can sit down and design your own or allow your child to do that for themselves, this is obviously age dependent!

The idea of introducing rewards and incentives is a very powerful tool to negotiate positive behaviours together. However...

How can you expect your child to respond to a reward scheme if you never give rewards to yourself? Helping a HETty means leading by example. So here is a special film just for you. Please watch it and follow it through and you will access your own rewards from me!

<http://www.youtube.com/watch?v=nhalhOUUGyM>

When you start to use the 'Emoticons' with your child to explore together the feelings around certain behaviours and the triggers for that behaviour, you may want to use a strategy to help them release those emotions.

Stress Pot

The following exercise is a VERY powerful way to do just that – let go of the emotions! It can also relate to bad feelings, memories, dreams, fears etc. It is a technique I developed originally with adults but this exercise can equally apply to your child as well.

THIS MUST NOT BE UNDERTAKEN BY A CHILD UNSUPERVISED!!!

The approach was introduced in the Introductory HET book, in the 'Willow' section but it is very helpful to include this approach at this stage. So, I have included it again with suggested step by step support.

It is called the 'Trouble Pot' or 'Stress Pot' and this is how it goes:

The 'Trouble Pot' is a useful tool to have at hand and I have regularly worked with it. It was developed, through our research programme into stress and how it was dealt with by other cultures in other times. This particular technique was introduced to us by a Native American Teacher and has been adapted and found to be a very helpful process for dealing with stress in the workplace, for BIG kids AKA 'Adults' and CHILDREN!.

The Native American has a strong tradition of seeing some of the most difficult times of our lives as building opportunities for the future. The purpose of the "Trouble Pot" is as follows:

-

The Child's Bill of Human Rights is included at the bottom of this section. When any of these basic human rights are broken it will create negative stress in their lives, impacts on their behaviour and then in the lives of the people around them. Very often this remains "up in the air" as it were, unresolved, because they do not have the level of understanding or language skills to be able to express these feelings and stresses. When circumstances or situations remain in this state they are vague, "airy fairy" or difficult to deal with and tend to remain unresolved, building up in the invisible space around your child! This gets carried around with them and can build up throughout the day and overflow at any time.

- Sit down with your child, go through the 'Emoticons' and or diaries. Give a voice to his/her problems, worries and stresses. By identifying these concerns, you 'ground' them, in other words their concerns become manageable, visible and able to be coped with. A 'stress pad' format, has been included below. It gives you some ideas of what you may write down to get you started. This only needs to be notes or a few words. If the 'prompts' don't apply, then just write down what your child feels anyway, or even stick on some of the 'Emoticons' given above.



- Keep your Bill of Children's Rights close at hand. If your child feels that any of these have been violated, you may well need to write this down!

By writing your child's challenges down together, you ground them, when they are grounded they become visible and can be dealt with. By 'throwing' away our cares, we are letting go of the hurts and stresses that we have held on to from the past and which tend to shape our present and our future.

- Let your child throw the piece of paper with their problems written on, into a small fireproof bucket or pot. Show them how to do this by doing the exercise yourself, with them. Letting go of what has been bothering or upsetting them, so they don't need to carry around their bad or sad feelings all day. They can do this as many times as you feel the need throughout the day!



- At the end of the day (or a special time you chose together!), the pieces of paper are taken outside to a safe place and are burned, thus transmuting and removing all the bad feelings that have been releasing throughout the day. Use this opportunity to teach your child about fire safety, using matches etc.

This MUST be done in a safe and supervised manner!

By going another stage further and taking these grounded issues outside in a safe place to set fire to them, we are actually transmuting or changing the way we are feeling about these situations in our life.



- Take your “Trouble POT” outside, **WARNING – DO NOT ATTEMPT TO BURN YOUR PAPER INDOORS!**
- Find a safe area away from any fire hazards; place the pot on the ground and set fire to the papers in your child’s pot. Allow your child to watch them burn, talk to them

about how their feelings inside are changing. Wait until the handle of the pot has cooled down before attempting to pick it up.

By tipping the ashes out in to the earth they actually become the compost for future growth. This can relate to the 'Pat's Garden Within' Exercise, which was covered in the Introductory book. It is about how we can change our perceptions.

- Find some soil or ground and tip the remaining ashes out of the pot. This is the process of recycling your child's negative thoughts and feeling into compost, the growing ground for the opportunities of tomorrow to blossom.

- You are then able to leave your child's worries, fears, thoughts and stresses behind them – Go home "Wipe the slate clean!"

This is a very powerful technique for changing negative aspects in your child's life. Try it out for yourself and see how you feel as you actually go through the different stages of the process.

Below is the UN 's declaration of Children's Rights.

UNITED NATION'S DECLARATION OF CHILDREN'S RIGHTS

CHILDREN HAVE RIGHTS:

- ☺ The right to be loved
- ☺ The right to safety.
- ☺ The right to be accepted.
- ☺ The right to kindness.
- ☺ The right to caring
- ☺ The right to express their truth.
- ☺ The right to peace.
- ☺ The right to their individuality.
- ☺ The right to happiness.
- ☺ The right to a future.
- ☺ The right to get it wrong and make mistakes, as mistakes are a valuable part to our learning and growth.
- ☺ The right to be a child.



5W1H

WHO?



WHAT?

WHERE?

WHEN?

HOW?

I FEEL.....

I THINK.....

Another way of exploring your child's emotions is to go through the Pat's Garden Within and Willow resources. By working with our friend WILLOW and his helpers, we will be looking at how to interpret the pictures when we work with breaking negative patterns in Stepping Stone 7. We also start to work with the relaxation materials which are aimed at children and young people in Stepping Stones 8, 9 and 10.

In the Introductory book: How to Manage Behaviour Problems in Children through the HET Journey, I talked about the way we researched the effectiveness of HET in the early pioneering days. This was to look back over a classroom log book and see the number of consequences that the child had received – how many, how often and how severe etc. This was a helpful way to evaluate the improvement in the reduction of negative behaviours at the time, but the results we got were much more effective when the children were more EMPOWERED to achieve their own goals for themselves.

One of the ways you can monitor the reduction in undesirable behaviours for yourself, is to look back over the diary that you started to keep in stepping stone 1. It will be helpful to keep this diary going for about 4 weeks before your child actually starts taking any of the remedies that we use in HET. This way you have a record of the types of behavioural outbursts. You can then monitor how these outbursts change and improve, whilst your child is following the programme.

Alongside this, we have introduced a game which is designed to EMPOWER your child to take more ownership, accountability and responsibility for their behaviour. Very often young people who are presenting challenging behaviours resist any attempt to own the outcomes or consequences of their behaviours. You know the one – “It wasn't my fault – they made me!!”

Well, this game is called “12-0, I can score goals!” And the whole point of this is that your child can work through a structured programme of accepting greater responsibility for their behaviours.

The idea is that they have to evidence that they can achieve greater levels of self responsibility and accountability through one level at a time. Each stage of this is recorded and evidenced, by someone who knows your child and is involved with the HET programme. This includes the goal setting strategies that you and your child are trying to achieve together and relates to your SMART targets.

This approach was initially trialled by using a PDA, or personal digital assistant, a small hand held computer, that the young person had with them at all times. They could use this to

video, photograph, or sound record testimonials from their friends, or support adults to verify that they had achieved that particular goal in this particular way. The evidence and verification was then uploaded to our interactive children's site www.HETwebsite.com , which they are then able to publish and EARN extra points, currency tokens towards the incentive rewards chart – at this point you can build extra rewards as bonus points into the structure.

This whole approach has now been further developed in the Therapeutic Learning Curriculum (TLC), comprised of projects and activities that young people can do which are certificated and levels of personal responsibility can be recorded and evidenced towards qualifications later on.

For example, extra points can be collected for evidencing goals and personal targets.....

“I can take drops or remedies or say and do things that will make something happen in a better way.” – this can be evidencing they are taking the Bach Flower Drops (stepping stone 3) or improving Diet (Stepping Stone 4) or scoring PHEW coaching points (– See Stepping Stone 5) – The child would be awarded points from the website which can be added to the chart – This is a very helpful way to assist your child in complying with taking the remedies, and making positive life style choices.

I have attached a copy of the chart below:

I CAN PROVE IT CHART

I CAN PROVE IT!

I can take photo pictures.

I can write notes.

I can record voices.

I can make videos.

I can email them to a website.

www.HETwebsite.com



I can ask people to help me prove it.

- My friends.
- My family.
- My teachers.
- My helpers.

I can score GOALS!!

How to play 12-0:



Every time you score a goal,
You achieve one of the things in this list.

Ask someone from the list above to help
You prove it and email it across to us HETs.

Let's celebrate TODAY!

DATE	GOAL	EVIDENCE
	<input checked="" type="checkbox"/> I can be helpful towards other people.	
	<input checked="" type="checkbox"/> I can share with other people.	
	<input checked="" type="checkbox"/> I can do things with other people and be proud of what we've done together.	
	<input checked="" type="checkbox"/> I can be kind to other people who show me they might not be having a good time.	
	<input checked="" type="checkbox"/> I can be polite to other people.	
	<input checked="" type="checkbox"/> I can complete what is asked of me and be proud of what I've achieved.	
	<input checked="" type="checkbox"/> I can ask for help in situations that I find difficult.	
	<input checked="" type="checkbox"/> I can handle things differently and be proud that I have achieved something better because of it.	
	<input checked="" type="checkbox"/> I can say to others that I am not having a good time and what I would like to happen to make things better.	
	<input checked="" type="checkbox"/> I can take drops or remedies or say and do things that will make something happen in a better way.	
	<input checked="" type="checkbox"/> I can say I am sorry and how I would do things better because I know what I did hurt someone else in some way.	
	<input checked="" type="checkbox"/> I can say there is a better way of doing something when it goes wrong.	

When you post evidence of your goal on your webpage at www.HETwebsite.com you automatically earn points to put towards your REWARD CHART.

Please note that you can also add other specific goals to the list that would indicate your child is achieving the desirable behaviours you have identified and set. These could be personal targets that can be a focus for a week for example.

At this point, you may also like to explore the outcomes of the other activities with 'Pat's Garden Within' and the full range of Willow resources that are included in the HET Introduction book. Also the series of individual Stepping Stone missions in the HETties interactive book.

Talking about feelings is a good way to work together with your child in preparation for the next stepping stone 3, which is about emotional management.

The Green Card System

Name: <u>Jamie</u>									
	Tutor time	1	2	Break	3	Lunch	4	5	Week ending:
									Parent initials
Friday									
Monday	4LP	4LP	4LP	4LP	4AW	4			
Tuesday	care	4LP	4LP	4c	4AW	4	2	3	
Wednesday	4LP	4LP	4AS	2	4AW	4c	3LP	3AW	
Thursday	0LP	0LP	4LP	4AS	4	4AS	3LP	0AW	
Friday									
Target:									
									TOTAL
									29
									26
									25
									23
									Weekly total
									Conversion Total
									£

Whilst introducing HET into a leading Alternative Education College for young people with Complex Needs aged 11 – 19, I saw considerable success with the Green card System. Here is how it works:

This approach may be more suitable for adolescents and it encourages a work ethic. All students are given a green card which is divided up into days of the week and sessions within the college day. Each session can earn a maximum of 5 points.

To earn 5 points the student's work has to be outstanding. Their work and their behaviour couldn't be improved upon.

To Earn 4 points there is obviously something that could be improved upon but it is generally good.

For 3 points the overall performance is satisfactory but several improvements could be made in work, behaviour and attitude.

A student would score 2 points if they were not following directions or achieving targets and this is unsatisfactory.

For only 1 point, the student would have demonstrated mainly undesirable and unacceptable behaviour, targets would not be met and directions not followed.

Nil points = meltdown!

For extreme behaviours, students may be taken off the green card and put out onto a red card system. This is where all rewards and incentives are suspended until a penalty number of 'buy back' points have been earned. Only then is the green card reintroduced and they can then start earning points towards pocket money again.

This Green Card system has a ceiling limit that can be earned. In this case it is £10 per week:

It goes like this, Students earning up to 120 points per week fall into a 'Bronze' category which earns 2p per point, this is the equivalent of up to £2.40 per week maximum.

Between 121 – 180 points they fall into the 'Silver' category which can earn them 3p per point. In other words, £5.40 per week maximum for 180 points.

If the student earns more than 180 points they fall into the gold category which earns 4p per point.

This represents a big incentive to move into the next category. 180 points earn £5.40 whereas 181 points earns £7.24.

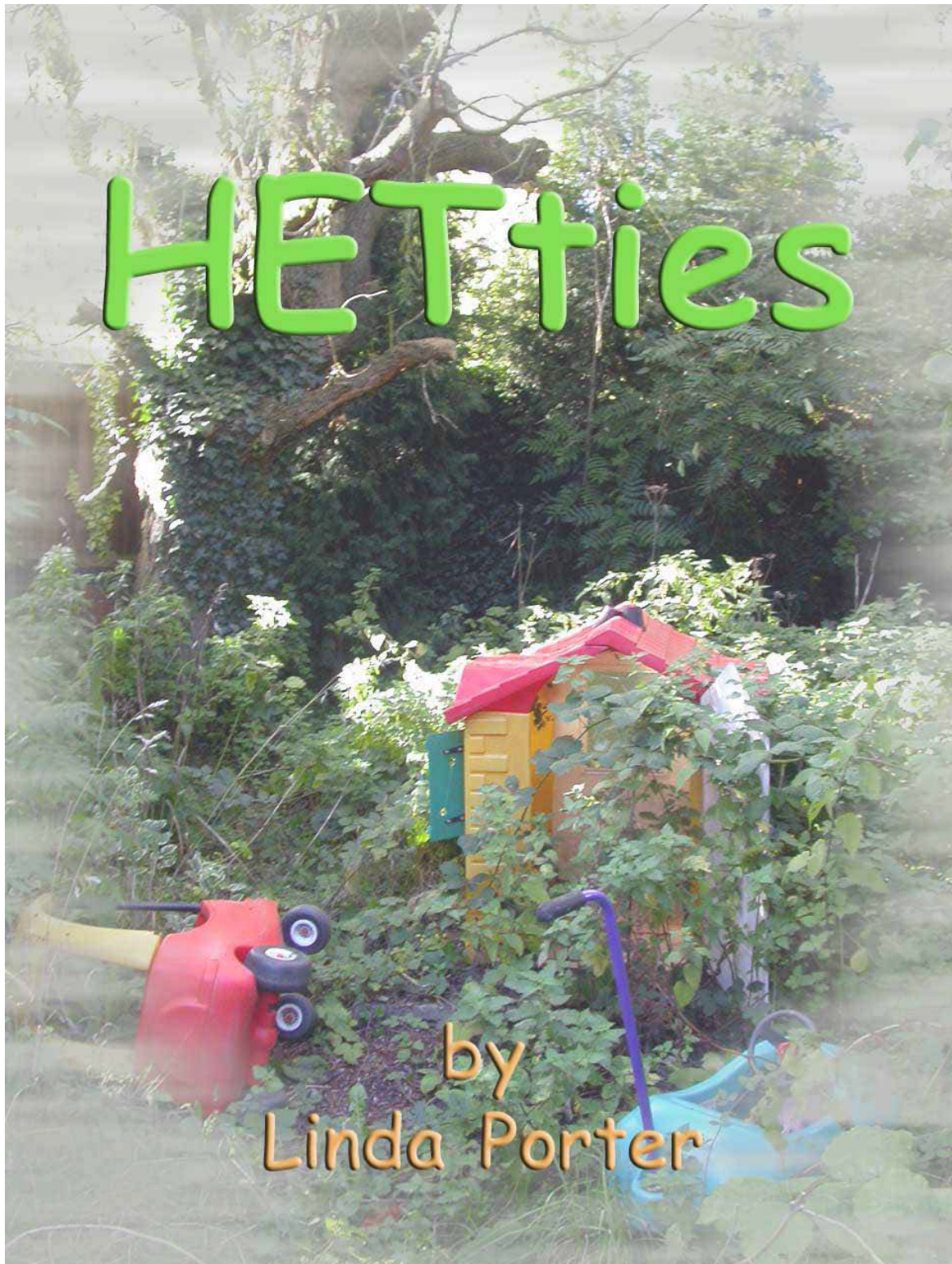
Other incentive points could be added for personal targets e.g. taking Bach Flower remedies (Stepping Stone 3) or earning PHEW points (Stepping stone 5) or nutritional supplements (Stepping Stone 4). Extra points could also be earned from posting projects or evidencing goals on HETwebsite.

The concept of Bronze, Silver and Gold fits in well with concept of 'Personal Bests' discussed In PHEW (Physically Holistic Exercise Workout – Stepping Stone 5) as part of the legacy of the London Olympics 2012.

This system works very well when it is matched at home for success at College or when the system is carried over for evening and weekends, earning points at home. Once again this works best when it is the only way of accessing money.

The next section of this book includes the corresponding chapter on reward charts from HETties. It is included below for you to start working with this part of the programme with a young person as soon as possible.

HETTIES BOOK



Now this is a really exciting part of the book for all HETTIES. It is all about finding treasure in everything that you do.

You are going to have to think really hard for this question.

What do you like doing best or what do you most want to have?

Adults are able to go about getting the things that they want because they are able to work for them. Often though it means saving up first and that can be tough when you want something real bad! For children and young people it is not that simple, as they are too young to earn things in this way.

So..... Here is the way to get that treasure in your hands. It is how you can earn the things that you want in a similar way to how adults are able to go about getting the things that they want. So..... Adults – Watch this space!

By agreeing the goals you worked out in the last chapter with the goals that your parents or carers and your teachers or professionals worked you about you, you can start to earn some 'currency' for getting the treasure that you have decided you really want.

The word 'Treasure' is used because it means something different for everyone. Some people treasure the time they spend doing special things. So it could mean going out and playing football with Dad or family cinema trips out together or special hobby and interest time together. To another person it could be earning money to buy a new games console game or accessory. This is where you have to think very carefully about what you really want.

Now here's the deal on this one....

You can start to earn your way towards the things you treasure straight away.

You go back to those goals you have set for yourself and the ones that your parents / carers / teachers have set and you sign the 'lost scroll' with them.

The lost scroll is a contract and contracts are very important. They are written promises that are witnessed by your HET helper that you will earn ticks (☑) on your treasure chart every day. So it is important to keep your chart where everyone can see it and update it regularly.

These ticks will count towards special stickers that your HET helper will help you make to put on the treasure chart.

It is these stickers that will be the currency towards earning your own personal treasure and this will be given to you by the person you sign the lost scroll with.

How to earn the ticks on the chart.

When you say and do things that work towards the goals you have worked out, then you will get a tick for that part of the day. When you get 3 in a row, a line or a diagonal they can be used towards a sticker. Remember each sticker counts as currency towards the treasure.

The chart looks a bit like this:

	MON	TUES	WEDS	THURS	FRI	SAT	SUN	REWARDS
AM	☑	x	☑	x	☑	☑	☑	👉👉👉
PM	☑	☑	☑	x	☑	x	☑	👉👉👉
EVE	☑	x	x	☑	☑	☑	☑	👉👉👉
REWARDS	👉👉👉				👉👉👉		👉👉👉	

What happens when you 'Blip'?

Well we all have bad days and guess what? There will be times when you say and do things that are not going in the direction of the goals that have been set. When this happens then you will be reminded of what you need to do to get things back on target for the goals.



You will be reminded of what you need to do.

What happens if you don't follow the reminder?

Well, you will be reminded again for a second time and then for a third time. If after 3 chances to make a better choice, you don't ... then it's a big 'X' on the chart and the reason why.

Does that mean no treasure?

Well it might do, or it may mean that you have to save up even longer so you might not get things happening as quickly as you would like. However, there is some good news! If you do things really well, you may earn some tokens that you can use as a 'buy back'. In other words when you get a cross on the treasure chart you can use one of your tokens to change it back into a tick. This means that you can still get your 3 ticks in a row on the chart

ALSO... whenever you complete a special mission on one of the stepping stones and you and your helper posts proof that you have done that to HETwebsite, then you will earn points (or even a special token) which can either be used as 'BUY BACK' tokens or for special rewards and incentives in addition to the treasure chart.

So let's get started:

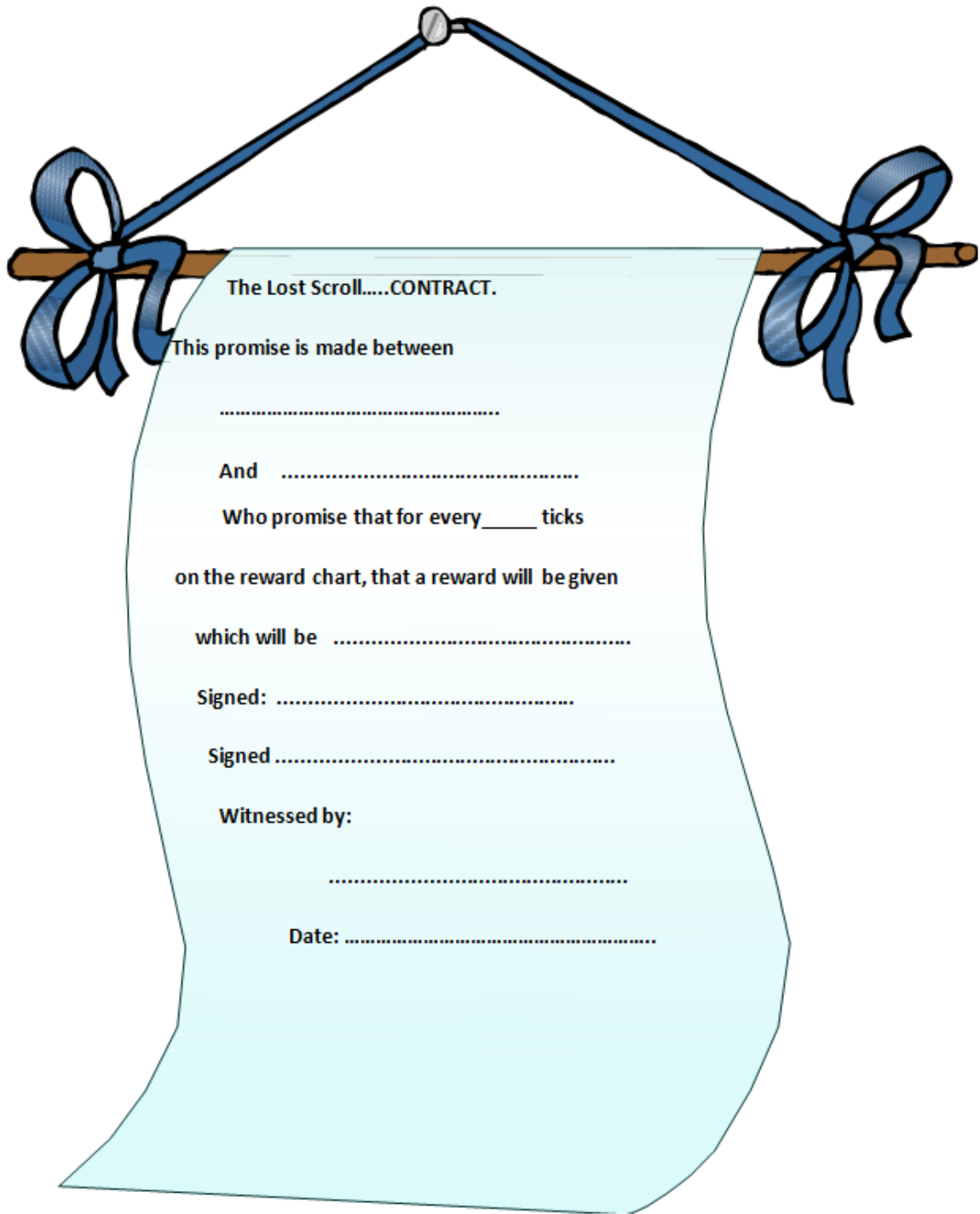
Here is a short film about Daisy the pig with 'attitude' and ADHD. You will find out a lot more about Daisy in some of the later chapters, but here she is introducing the treasure charts to help improve your behaviour. It works for her!

You can watch this film with your HET helper and talk about how you are going to get your treasure;

<http://www.youtube.com/watch?v=qcuL5Fl4tnE>

When you have set your goals, you will need to sign the lost scroll and get it witnessed. This should be kept in a safe place near your weekly treasure charts so it can act as a reminder to anyone, of what the contract is about. It is very serious for everyone if the contract is broken!

On the next page is a copy of the lost scroll:



The Treasure Chart

Your HET helper will have copies of this and can help you design one specially for you, if you would like to, but here is an example of what they can look like:

	MON	TUES	WED	THURS	FRI	SAT	SUN	REWARDS
AM (→ 12.00)								
PM (→ 5.00)								
EVE (→ bed time)								
REWARDS								

Good luck in your treasure trail and remember every time you complete a mission on a stepping stone – post it to your webpage on HETwebsite and you will earn points for that mission.

You might prefer to use a reward chart that looks more like this one below? This can be stored on a computer and copies printed off.

THIS IS A RECORD OF REWARDS.

FOR:

Name:



Cut and paste by the day and time earned.

Please make a note of any warnings given or where a smiley wasn't earned.

NO MORE THAN 3 WARNINGS!!

For every _____

Smileys

The reward will be given each week.

The record will need to be sent to

www.HETwebsite

each week. So we can celebrate!

DATE:

Monday

A.M.

☑ 12.00

P.M.

☑ 5.00

Eve

☑ Bedtime

Tuesday

A.M.

☑ 12.00

P.M.

☑ 5.00

Eve

☑ Bedtime

Wednesday

A.M.

☒ 12.00

P.M.

☒ 5.00

Eve

☒ Bedtime

Thursday

A.M.

☒ 12.00

P.M.

☒ 5.00

Eve

☒ Bedtime

Friday

A.M.

☒ 12.00

P.M.

☒ 5.00

Eve

☒ Bedtime

Saturday

A.M.

☒ 12.00

P.M.

☒ 5.00

Eve

☒ Bedtime

Sunday

A.M.

☒ 12.00

P.M.

☒ 5.00

Eve

☒ Bedtime

“I Can prove it “is available to assist young people in taking more ownership in their own positive behaviours.

I CAN PROVE IT!

I can take photo pictures.

I can write notes.

I can record voices.

I can make videos.

I can email them to a website.

www.HETwebsite.com



I can ask people to help me prove it.

- My friends.
- My family.
- My teachers.
- My helpers.

I can score GOALS!!



How to play 12-0:

Every time you score a goal,

You achieve one of the things in this list.

Ask someone from the list above to help

you prove it and email it across to us

HETs.

Let's celebrate TODAY!!



I can be helpful towards other people.



I can share with other people.



I can do things with other people and be proud of what we've done together.



I can be kind to other people who show me they might not be having a good time.



I can be polite to other people.



I can complete what is asked of me and be proud of what I've achieved.



I can ask for help in situations that I find difficult.



I can handle things differently and be proud that I have achieved something better because of it.



I can say to others that I am not having a good time and what I would like to happen to make things better.



I can take drops or remedies or say and do things that will make something happen in a better way.

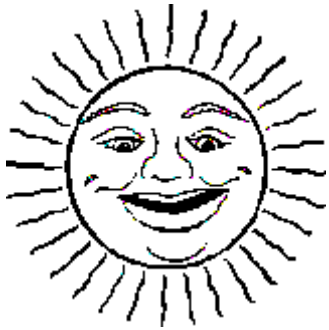


I can say I am sorry and how I would do things better because I know what I did hurt someone else in some way.



I can say there is a better way of doing something when it goes wrong.

Here is a diary that could help you negotiate getting the best results in your reward chart.
You could use this design or create a design of your own.



MY DIARY

DAY:

DATE:

Good things that happened today:

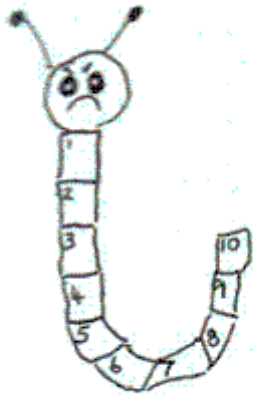
Bad things that happened today:

When I was in control:

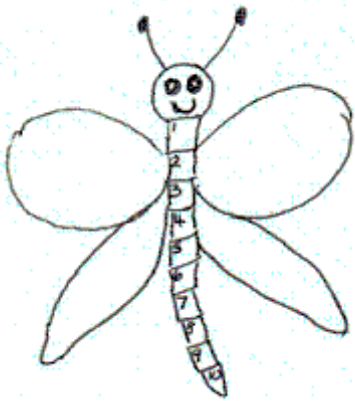
Extra things I have done to be helpful:

My thoughts

Times when I lost my temper: colour in the number of segments below.



Times I kept control: in the number of segments below.



Rewards:

Parent's signature.....

Teacher signature.....

HET signature.....



Good Luck with achieving your treasure rewards.

We look forward to celebrating your successes with you on www.HETwebsite.

Lin and Daisy